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paint pictures to illustrate scenes in Indian, cliff dwelling, and Pueblo life; bits of mountains, plains, and river scenery in connection with modeling the relief map of North America; illustrations of stories and myths. Indian statuettes and heads will be modeled in clay.

Music: (See Sixth Grade outline.)

References: SCIENCE. American Kitchen Magazine (Dec. 1900, p. 93), *How Flour is Made and Branded*; *Stories of Industry* (v. 2, pp. 82-99).

HISTORY. Fiske, *Discoveries of North America*, v. I, Chap. 1; Bancroft, *Native Races*; Morgan, *League of the Iroquois*, *Ancient Society, Houses and House Life*; Cadwallader Colden, *History of the Five Nations*; *Smithsonian Report, 1887* (pp. 605-681); Bandelier, *Archæological Tour of Mexico*; Catlin, *North American Indians*; *Reports of Bureau of Ethnology*, (V, 1-5, 7-10, 13-15; V, 539-555; II, 9-45; IV, 473-521); Naudaillac, *Prehistoric America*, Chap. V; Shaler, *North American Indians*; Starr, *American Indians*.

GEOGRAPHY. Reclus, *North America*; Carpenter, *North America*; Shaler, *Story of Our Continent*, also *United States of America*; Mill, *International Geography*; Stanford, *Compendium of North America*; Russell, *Lakes of North America*, also *Rivers of North America*, *Volcanoes of North America*; Frye, *Geography*.

LITERATURE. Mrs. Emerson, *Indian Myths*; Brinton, *Myths of the New World*, also *American Hero Myths*; Leland, *Algonquin Legends of New England*.

German: To overcome the beginners'

difficulties in reading, besides Ahn's *Primer*, picture-books, and especially books for children of this and later ages, will be used. A list of the best of these books will be given which may help to make reading interesting and easy in class and at home. Writing exercises in small letters will be continued. The grammar topics are: Formation of plural, sentences involving the first future of "sein" and "haben." Exercises in addition, subtraction, multiplication, and division will be continued after the plan given in the January number. Questions and answers relating to time: names of the months, days of the week, division of time, will serve as a beginning in the language of every-day life. The memory work for February and March is:

Walter, Wilhelm Tell's boy, sings:

Mit dem Pfeil, dem Bogen
Durch Gebirg und Thal
Kommt der Schütz gezogen
Früh am Morgenstrahl.

Wie im Reich der Lüfte
König ist der Weih—
Durch Gebirg und Klüfte
Herrscht der Schütze frei.

Ihm gehört das Weite;
Was sein Pfeil erreicht,
Das ist seine Beute,
Was da flucht und kreucht.

Friedrich Schiller,
„Wilhelm Tell, III, 1.“

Sixth Grade

Edith Foster Flint

Geography: The month's work will include a study of southwestern Asia—the region much of which Marco Polo crossed, and which embraced an important part of the old routes of trade between Europe and Asia. The children will first see it as a whole, as a table-land of the extent of Thibet, but much lower, with Arabia ex-

tending in peninsular form at its southern extremity into the Arabian Sea. They will note the waters which wash its boundaries—the Arabian Sea, the Persian Gulf, the Red Sea, the Mediterranean, the Caspian, and the Black seas, and the mountains which help to mark it off—the Suliman and Hindu Kush ranges on the east, and the

Caucasus on the north. They will note that but one important river basin appears in the region—the Tigro-Euphrates. They will compare its length (2,500 miles from east to west), its breadth (250 to 600 miles), and its elevation (2,000 to 8,000 feet), with the corresponding measurements of other countries they have been studying or are familiar with. They will model plateau and peninsula in sand and in chalk. After a conception of the region as a whole has been gained, they will proceed to study in more detail the geography of the principal political divisions.

I. ARABIA: 1. A peninsula; irregular parallelogram in form; length, 1,300 miles; greatest breadth, 1,500 miles; breadth at apex, 900 miles. (Compare with India.)

2. Geographical divisions: the coast ranges; the desert ring; the central plateau.

3. Coast-line: few harbors.

4. Climate of these regions; rainfall; drainage; salt plains.

5. Effect of climate and configuration on occupations of the people: herding; agriculture; weaving.

6. Exports: camels, sheep, hair, wool, coffee, dates, horses, pearls.

II. PERSIA: 1. A table-land dropping to the Caspian Sea for nearly one-third of its northern frontier, and to the Persian Gulf for its southern limit; mountain ranges and broad intervening plains; irregular mountain masses, with fertile valleys, basins, and ravines.

2. Geographical divisions: lowlands are the coast tracts; in the north these are wooded, and climate is damp, feverish, and relaxing; in the south, dry and barren, with hot and violent winds; the highlands are central; the salt desert of Khurāsān.

3. For irrigation the plains and valleys depend on the mountains; water supply always scanty; rivers not big enough to reach the sea; consequent salt pools and lakes.

4. Herding; weaving; Persian rugs.

In the consideration of Afghanistan and Asia Minor, which form part of the Iranian plateau, the position of the two regions—the first between Russian and British territory, and the second between Europe and

Asia, with its general effect on their history and peoples, will be discussed. For the rest, the nature of the peoples and their occupations will be taken up. Throughout the month the influence of climate and configuration of the land on occupation and nature of the people will be strongly emphasized.

References: Articles on *Asia*, *Afghanistan*, *Arabia*, *Armenia*, *Mesopotamia*, and *Persia*, in *Encyclopedia Britannica*. Articles on *Arabia*, *Persia*, *Afghanistan*, in *International Geography*.

Science: The work for February, like that for January, will closely correlate the science and the cooking with each other and with the geography. The plan for this month embraces a study of coffee, tea, cocoa, and milk—all products of the countries under consideration. In studying coffee, tea, and cocoa, the children will first see these articles themselves in their various stages of growth and preparation, the specimens to be obtained from the museum and from one of the large wholesale grocers. They will then be shown pictures illustrating the methods employed in the cultivation of the plants and in the preparation of them for market. In each case they will study: (a) the natural history of the plant; (b) its preparation for market; (c) the varieties and cost of the product; (d) the places where it grows; and (e) its history. The work will afford excellent opportunities for expression, both in writing and in painting.

The study of MILK will demand laboratory work in the following ways:

1. The presence and amount of water in milk to be shown by weighing the milk and then boiling off all but the solid ingredients. (Up to this point this grade has done no work with the scales.)

2. The presence of mineral matter to be shown by the burning off of all but the combustible part of the solid residuum.

3. The presence of fat to be shown by churning.

4. The separation, by means of acid, of the curd and whey.

5. The sugar test is too complicated for the Sixth Grade, but a bottle of milk sugar will be shown in evidence of the presence of sugar in milk.

History: The subject for the month is Florence. In the study of Venice much time was spent in the consideration of Venetian achievement in architecture and art. The work for February goes a step farther in this direction, and takes up Florence, not from the historical point of view, but from that of the City Beautiful. The children will learn the story of Cimabue and of Giotto; they will study pictures of Giotto's tower and of the Brunelleschi gates. They will see pictures of the city, and will compare its aspect with that of Chicago and of other cities with which they are familiar. From all this they will derive the knowledge that in Florence art was not merely a thing to be kept carefully glazed and framed and hung on the wall in houses and galleries, but was "a thing to walk with hand in hand." This fact they will discuss and will compare with the state of affairs in modern cities, particularly in America, and will inquire into the causes of the difference. (Several of the Sixth Grade children have traveled somewhat extensively here and abroad.) They will be shown particularly pictures of statues and paintings which, though situated in public places and often out of doors, have been perfectly preserved, not harmed by the people. (Luca della Robbia's medallions on the Foundling Hospital, and the experience with the triangle of ground in Chicago taken in charge by the Women's Club, may be used as typical examples.) The story of Cimabue's Madonna and Child borne from his studio to the church in a festive procession of the people and trumpeters may serve to bring vividly home to the children's minds the attitude of even the common people in Florence toward art.

From this point something about Gothic architecture and the freedom it afforded the artisan for the display of individual powers and fancy will be introduced and contrasted with modern plans of decoration. In contradistinction to this prevailing tendency, however, the Arts and Crafts movement may be cited.

The aim of the month's work will be to build up a conception of civic beauty and to stimulate an interest in the artistic needs of our own city. The last part of the work will consist of discussions as to what means, both negative and positive, we may use to make our city beautiful.

Speech, Oral Reading, and Dramatic Art: This grade is reading this month Kipling's stories of animal life, and in the effort to be understood by the rest of the class each individual is gaining in skill, in power to think by means of the printed page, and is also beginning to feel the necessity for clear enunciation, and for speaking out.

We shall follow the study of India by a reading of the story of *The Demon of the Matted Hair*, one of the Hindu myths, and of the *Tar Baby*, by Joel Chandler Harris, noting the points of resemblance in thought and in construction.

The children will commit these stories to memory and tell them to the class.

The poems *Yussouf*, by James Russell Lowell; *Harmosan*, by Richard Chenevi French; *Abou Ben Adhem*, by Leigh Hunt, and *The Leap of Roushan Beg*, by Longfellow, will be read by the children. All these are stories of the countries in which they are especially interested this month and the one which, at the time, seems to appeal most strongly to them, will be studied for oral expression.

Music for the Fifth and Sixth Grades: These grades have begun to do some individual singing, with immediate good results. The attempt to express the thought or feeling as it appeals to them, even though

it shows no variety or power to wield the rhythm of the song, and make it bend to the text, is successful in the most important respect—it produces a more vital quality of tone. Some of the independence and self-poise needed by people of this age will be acquired in this way.

Songs: *Flag Song*, February COURSE OF STUDY; *Hurrah for the Flag*, *The Snow Man*, Modern Music Series, Second Book; *In February*, Songs of Life and Nature; *Hail, Columbia*, Modern Music Series, Second and Third Books; *Fatherland's Psalm*, Grieg; Seven Children's Songs, Augener & Co.; *The King of Love*, Songs of Life and Nature.

Painting: An hour each week will be devoted to the painting of a landscape as viewed from the windows of the Academy of Science in Lincoln Park.

Clay-modeling: As in the case of China and of India, the children, while studying Persia and Arabia, will illustrate characteristic figures and industries in clay.

Sand-modeling and Chalk-modeling: These will both be largely used in connection with the work in geography.

Number work: Much number may be taught through the geography. (See Seventh Grade outlines for January.) It may be, also, that in connection with the history the children will learn something of the geometry of design.

References: Carpenter, *Asia and South America* (pp. 257-267); Chisholm, *Handbook of Commercial Geography* (pp. 118-121 and 122-128); Eliot, *Romola*; Fergusson, *History of Modern Styles of Architecture* (pp. 117-125); Harvey, *Our Cruise in the Claymore*; Hawthorne, *French and Italian Notebooks* (pp. 269-432); Kirby, Elizabeth and Mary, *Aunt Martha's Corner Cupboard* (pp. 14-42 and 56-74); Meiklejohn, *New Geography* (pp. 299-322); Mill, *International Geography*; Oliphant, *Makers of Florence*; Palgrave, *Narrative of a Year's Journey through Central and Eastern Arabia*; Reclus, *Earth and Its Inhabitants*

(v. 4, *Asia*, and v. 4, pp. 448-449, and 463-464); Rodenbough, *Afghanistan and the Anglo-Russian Dispute*; Stanley, *Sinai and Palestine*; Symonds, *Sketches and Studies in Italy and Greece* (v. 2, pp. 201-257); Taine, *Italy: Florence and Venice* (pp. 71-159); Wilson, *Handbook of Domestic Science and Household Arts* (pp. 98-108 and 129-141); Wing, *Milk and Its Products*.

Sixth and Eighth Grades

German: In the reading exercises, besides Ahn's *Rudiments in the German Language*, the books indicated for the Fifth Grade will also be helpful here. That the pupils may obtain some skill in German script, special exercises with this in view will be continued. Exercises in arithmetic, as given in the January number, will be continued and extended. The special subject of study in these classes for this quarter is Roman history. The pupils therefore will be given a special selection, the legendary struggle of the Horatii and Curiatii, which will serve as a sort of composition (Aufsatz), furnishing exercises in forming simple phrases, and in declension and conjugation. The memory work will be:

Das Schwert.

Zur Schmiede ging ein junger Held,
Er hat ein gutes Schwert bestellt;
Doch als er's wog in freier Hand,
Das Schwert er viel zu schwer erfand.

Der alte Schmied den Bart sich streicht:
„Das Schwert ist nicht zu schwer, noch leicht;
Zu schwach ist Euer Arm, ich mein';
Doch morgen soll geholfen sein.“

„Nein, heut, bei aller Ritterschaft!
Durch meine, nicht durch Feuers Kraft.“
Der Jüngling spricht's, ihn Kraft durchbringt,
Das Schwert er hoch in den Lüften schwingt.

L u d w i g U h l a n d.